



Barrowcliff School

Early Years Foundation Stage Policy
October 2025 – October 2026

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the [Statutory Framework for Early Years Foundation Stage](#)

Early Years Foundation Stage at Barrowcliff School

At Barrowcliff School we have both Nursery and Reception classes catering for children from 2-5 years. We welcome prospective families to visit the school to see first-hand our classrooms, outside areas and meet the staff.

Nursery

Children are able to join Nursery the term following their second birthday. Our Nursery provision offers government funded sessions to cover both 15 hours and 30 hours dependent on parental eligibility. Nursery places can be purchased for those who are not in receipt of funding. Additional sessions may also be purchased. Our Nursery staff will meet parents and children before they begin their sessions in school. This meeting allows the children to become familiar with the staff and enables parents and/or carers to share valuable information about their child and ask any questions they may have. Nursery children have access to a large, well-resourced classroom space and dedicated outdoor area. Children attending for a full day have the option of bringing a packed lunch from home or buying a school dinner.

Reception

Children start Reception in the September of the academic year they turn 5 years old. Reception teachers will visit the children in their nursery setting in the term before they start school. This enables the children to meet their new teacher and the teachers to find out about the children from their keyworkers. During the summer term before the children start in Reception, we also offer a session for the children to come and play with their new classmates. We also invite parents and/or carers to a meeting with the Headteacher and Reception staff, where they are given all the information they need to know before their child starts school. We have two large well-resourced Reception classrooms and a dedicated outside area. Children have the option of bringing a packed lunch from home or choosing a government funded school dinner.

Curriculum

Our early years setting curriculum is based on the Educational Programmes outlined in the statutory framework for the early years foundation stage (EYFS).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also incorporate the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

Children have the opportunity to learn, practise and develop their skills across the curriculum through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We follow the Read Write Inc approach to teaching our children phonics skills together with reading and writing skills. All Reception children have their phonic knowledge assessed regularly and are taught in groups that match their needs.

We also use small group adult directed time to teach number skills using the NCETM Mastering Number program and White Rose Maths resources in Reception, initially focusing on exploring numbers 0-10 in depth, incorporating calculation skills and shape, space and measure work.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment

At Barrowcliff School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also consider observations shared by parents and/or carers. Parents and/or carers have the opportunity to meet with staff to discuss their child's progress both at formal parent consultation meetings, SEND annual reviews and informally throughout the year as necessary.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the Reception year**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers together with their child's annual report charting their achievements and progress. The information from the profile is also shared with the Year 1 teachers to facilitate a smooth transition into Key Stage 1.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The 2-year old progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

Safeguarding and promoting the welfare of children is at the heart of our Early Years practice. We are committed to providing a safe, nurturing environment where every child is protected from harm and able to thrive. In line with *Keeping Children Safe in Education (2025)* and Section 3 of the *Statutory Framework for the Early Years Foundation Stage (2025)*, we have robust policies and procedures for child protection, safer recruitment, staff training, supervision, and information sharing. All staff understand their duty to identify, record and report concerns promptly to the Designated Safeguarding Lead (DSL). We maintain secure and accurate records, follow up on unexplained absences, and ensure the safety of children during all routines and activities, including supervision at mealtimes and safe sleeping practices. Our safeguarding culture emphasises vigilance, open communication, and partnership with families and external agencies to ensure every child's safety and wellbeing.

All our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and staff every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See First Aid & Medicines policy
Emergency evacuation procedure	See Fire Safety policy
Procedure for checking the identity of visitors	See Child Protection policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection & Missing Child policy
Procedure for dealing with concerns and complaints	See Complaints policy

Policy created	October 2023
Date of last review	October 2025
Next review due	October 2026